

K-2 Writers' Workshop

Mini Lesson and Unit Possibilities

Launching Writers Workshop (Procedures)

- You are an author, we are all authors (establishing a community of writers)
- Behavior Rubric
- Where writers get ideas
- Writers write about what they know and care about
- What to do when you cannot think of what to write about
- Writers can get ideas from our partners
- Writing direction (across not down)
- What to do when you are at the end of a line
- Drawing Line Through Mistake Instead of Erasing
- Noise Level
- Adding On to a Piece of Writing
- Using A Writing Folder
- Where To Put Work in Progress
- Using crayons only when publishing
- Where To Put a List of Ideas
- How to use a Alphabet Linking Chart
- How to use a word wall in writing
- How to Get supplies
- How to choose paper
- How to be a good partner (knee to knee, eye to eye, listening)
- What to do when you are done (add to picture, add to words, start a new piece)
- What a conference looks like
- What the teacher will say in a conference
- What the student should say in a conference

Content Mini-Lessons

Ideas:

- My Life Book (notebook of small moment ideas students keep in folder/desk)
- Writers can get ideas from books
- Writers can get ideas from our partners and friends

Content:

- Watermelon (big idea with many moments) versus the ***seed*** (small focused moment)
- Zooming in on the most important part and stretching it out
- Moving beyond "I love" and other lists
- Authors use words to match their drawings
- Staying on topic
- Labeling your pictures (Kindergarten)
- How to write a small moment: Close your eyes and think, picture it in your mind, sketch it across the pages, write across the pages, add details
- Telling a story across your fingers
- Quickly sketching out your ideas across the pages
- Sketching versus drawing
- Telling a story across the pages
- Writing a beginning, middle, and end
- Using a story map to plan
- Going back to an old piece because it deserves more
- Using an author as a mentor for a certain aspect of content
- Writing a strong lead that will hook your readers: onomatopoeias, using dialogue, question, opinion, action, setting
- Writing a strong ending: feelings, surprises, questions, personal comments

Adding Details:

- Adding your feelings
- Adding your thoughts
- Adding things nobody else would know because you experienced it
- Adding descriptive words
- Adding "why"
- Adding "where"
- Describing the characters
- Making a movie in your mind and describing what you see
- Strong stories help readers make connections (motivating writers to write like famous authors)
- Using the 5 senses
- Bold text and what it means

Conventions Mini-Lessons

- Readable versus Non-Readable Writing
- What makes a piece easy to read?
- Putting Spaces between words
- Putting all the sounds in a word (stretching it out)
- Using a personal word wall
- Where to put a period
- Writers spell the best they can and move on
- "I tried to spell it" chart- T chart with students' attempt recorded on the left and formal spelling on right
- Where to put a capital letter (starting a sentence, people, places, things, I, etc.)...these are all different mini-lessons
- Different forms of punctuation
- Words that signal a question mark
- Writing using dialogue and quotation marks
- What ellipses mean (...)
- Writing high frequency words
- Using the room to spell words
- Using an editors checklist
- Circle words you think are misspelled
- Peer Editing
- Does this sentence have all of its words?
- Does this sentence have extra words?
- Oral versus formal language ("I saw a bear." instead of "I seen a bear.")
- Using "and" the right way
- Writing a combined sentence
- Writing an extended sentence
- "Ask Three Before You Ask Me" Spelling Strategy
- Using an author as a mentor for a certain way of using conventions to enhance an idea